

JESSE W BOYD ELEMENTARY

1505 Fernwood Glendale Road
Spartanburg, South Carolina 29307

GRADES K-6 Elementary School

ENROLLMENT 634 Students

PRINCIPAL Maralyce Eubanks 864-594-4430

SUPERINTENDENT Dr. J. Lynn Batten 864-594-4400

BOARD CHAIR David W. Cecil, II 864-594-4400

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
18	49	6	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

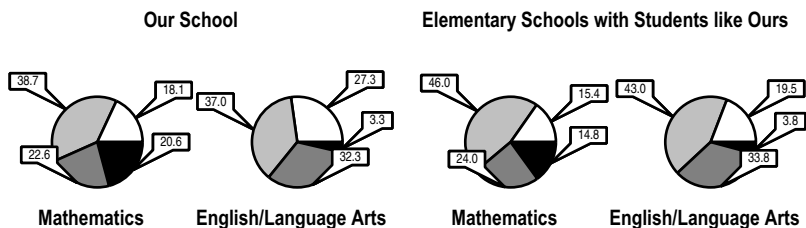
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	50	91	66
Percent satisfied with learning environment	87.8%	87.9%	85.7%
Percent satisfied with social and physical environment	89.8%	74.2%	68.9%
Percent satisfied with home-school relations	89.8%	84.3%	83.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	395	100.0	27.3	37.0	32.3	3.3	35.7	17.6
Gender								
Male	211	100.0	26.9	40.6	30.5	2.0	32.5	17.6
Female	184	100.0	27.8	32.7	34.6	4.9	39.5	17.6
Racial/Ethnic Group								
White	202	100.0	10.9	37.5	45.8	5.7	51.6	17.6
African-American	179	100.0	47.4	38.5	14.1	N/A	14.1	17.6
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	336	100.0	20.4	39.1	36.5	3.9	40.5	17.6
Disabled	59	100.0	65.5	25.5	9.1	N/A	9.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	395	100.0	27.3	37.0	32.3	3.3	35.7	17.6
English Proficiency								
Limited English proficient	12	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	383	100.0	26.0	37.4	33.1	3.4	36.6	17.6
Socio-Economic Status								
Subsidized meals	176	100.0	46.0	36.0	18.0	N/A	18.0	17.6
Full-pay meals	219	100.0	13.9	37.8	42.6	5.7	48.3	17.6

Mathematics								
All students	395	100.0	18.1	38.7	22.6	20.6	43.2	15.5
Gender								
Male	211	100.0	19.3	35.0	25.4	20.3	45.7	15.5
Female	184	100.0	16.7	43.2	19.1	21.0	40.1	15.5
Racial/Ethnic Group								
White	202	100.0	3.6	31.3	33.9	31.3	65.1	15.5
African-American	179	100.0	35.9	49.4	9.0	5.8	14.7	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	336	100.0	11.5	39.8	25.0	23.7	48.7	15.5
Disabled	59	100.0	54.5	32.7	9.1	3.6	12.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	395	100.0	18.1	38.7	22.6	20.6	43.2	15.5
English Proficiency								
Limited English proficient	12	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	383	100.0	17.4	38.6	22.9	21.1	44.0	15.5
Socio-Economic Status								
Subsidized meals	176	100.0	34.7	47.3	9.3	8.7	18.0	15.5
Full-pay meals	219	100.0	6.2	32.5	32.1	29.2	61.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	80	N/A	21.5	31.6	38.0	8.9	46.8
	Grade 4	90	N/A	15.6	30.0	51.1	3.3	54.4
	Grade 5	96	N/A	25.0	42.7	30.2	2.1	32.3
	Grade 6	89	N/A	23.6	23.6	39.3	13.5	52.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	96	100.0	23.9	33.0	40.9	2.3	43.2
	Grade 4	96	100.0	28.9	34.9	31.3	4.8	36.1
	Grade 5	102	100.0	26.0	44.8	28.1	1.0	29.2
	Grade 6	101	100.0	30.4	34.8	29.3	5.4	34.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	80	N/A	21.5	35.4	20.3	22.8	43.0
	Grade 4	90	N/A	15.6	35.6	23.3	25.6	48.9
	Grade 5	96	N/A	27.1	39.6	20.8	12.5	33.3
	Grade 6	89	N/A	20.2	36.0	24.7	19.1	43.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	96	100.0	20.5	36.4	28.4	14.8	43.2
	Grade 4	96	100.0	27.7	36.1	15.7	20.5	36.1
	Grade 5	102	100.0	12.5	41.7	26.0	19.8	45.8
	Grade 6	101	100.0	13.0	40.2	19.6	27.2	46.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 634)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.4%	Down from 2.3%	2.5%	2.4%
Attendance rate	96.3%	Down from 96.7%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	36.4%	Down from 38.7%	20.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.5%	Down from 10.2%	7.6%	8.0%
Older than usual for grade	0.8%	Up from 0.6%	0.8%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	53.5%	Down from 54.5%	53.1%	50.0%
Continuing contract teachers	93.0%	Down from 93.2%	90.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.9%	Up from 89.4%	88.3%	86.2%
Teacher attendance rate	95.8%	Down from 96.3%	95.4%	95.3%
Average teacher salary	\$41,432	Up 0.4%	\$40,791	\$39,909
Prof. development days/teacher	10.2 days	Down from 12.5 days	10.7 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.8	4.0
Student-teacher ratio	13.9 to 1	Down from 20.5 to 1	19.5 to 1	18.9 to 1
Prime instructional time	91.4%	Down from 91.5%	90.1%	89.7%
Dollars spent per pupil*	\$6,129	Up 0.3%	\$5,581	\$5,892
Percent spent on teacher salaries*	66.0%	Up from 64.6%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The warm environment at Jesse Boyd Elementary invites faculty, parents, and students to collaborate. Together, we can positively impact Spartanburg. We are devoted to this task.

Teachers in grades K-2 continued professional development in early literacy while some in the upper grades participated in a Best Practices course. Others worked on advanced degrees in their area of certification.

In addition to the importance placed on academic success, physical and social fitness were emphasized. High school, college, and community volunteers provided tutoring and mentoring. Three mornings a week, the computer lab was open for interested students in grades 2-5. Fifth graders participated in Pacers' Club, a fitness and nutrition program. Students in grades 3-6 who had an Academic Assistance Plan could participate in our "Extended Day," receiving additional instruction. In Homework Centers, fifth and sixth graders learned strategies for academic success while completing assignments.

Members of a strong PTSO volunteered countless hours, arranged community tutors, organized fundraisers for supplemental materials, resources, and the artist-in-residence program, and developed partnerships with local businesses and organizations. Members recognized students' reading achievements through Accelerated Reader and funded Top Dog, rewarding positive behavior and appropriate choices. Fall Festival, the Book Fair, and Wee Deliver were also sponsored by the PTSO.

Jesse's Pond and The Garden invite children to come outdoors. The greenhouse, a Ropes Course, and the Ernest Alley Nature Trail enhance our instructional program. "The Gallery at Boyd" showcases the work of students and upstate artists. Murals throughout the building and a pleasing landscape design are the finishing touches for a pleasant learning environment.

We believe that through collaboration we can positively impact the future.

Maralyce Eubanks, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.